R E P O R T R E S U M E S

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A REPORT OF THE GREAT NECK-N.Y.U. PROJECT, JANUARY 31 TO MAY 27, 1966.

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TWENTY-FIVE JUNIOR EDUCATION MAJORS PARTICIPATED IN A ONE-SCHOOL PROJECT TO IDENTIFY, UTILIZE, AND EVALUATE NEW METHODS, MEDIA, AND TECHNIQUES OF TEACHER EDUCATION. THE 17-WEEK PROGRAM CONSISTED OF STUDENT TEACHING AND OBSERVATION 3 DAYS A WEEK (AND ALL OF WEEKS 13-16), AND 2 DAYS OF PROFESSIONAL CONTENT COURSES (CURRICULUM, LANGUAGE ARTS, AND METHODS). COURSES AND FIELD WORK WERE COORDINATED TO EMPHASIZE FOR 2 OR 3 WEEKS EACH THE VARIOUS CONTENT AREAS OF THE CURRICULUM (SCIENCE, LANGUAGE ARTS, MATH, ART AND INDUSTRIAL ARTS AND HOME ECONOMICS, SOCIAL STUDIES, GUIDANCE, AND MUSIC AND PHYSICAL EDUCATION). TEAMS OF STUDENTS WERE PLACED IN CLASSROOMS, BUT EXPERIENCE WAS NOT LIMITED TO ONE CLASSROOM. STUDENTS WERE ALSO GIVEN OPPORTUNITIES TO TEACH SMALL GROUPS OF CHILDREN AND TO RECEIVE FEEDBACK FOLLOWING EACH ACTIVITY. SUPERVISION OF STUDENT TEACHING WAS DONE BY COLLEGE STAFF MEMBERS AND TWO TEACHING FELLOWS. EVERY STUDENT WAS SEEN EVERY DAY. THE THE PROGRAM WAS SUPPLEMENTED BY GUEST LECTURERS SUCH AS A SCHOOL PSYCHIATRIST AND A TEACHER EXPERT IN PLANNING AND EVALUATION. EXTENSIVE USE WAS MADE OF INTERACTION ANALYSIS, VIDEO TAPING, AND 8-MM FILMING OF CLASSROOM ACTIVITIES EVEN BY THE STUDENTS THEMSELVES. REACTION TO THE PROGRAM WAS FAVORABLE WITH MANY POSSIBILITIES FOR THESE MEDIA BEING SEEN. PRECISE RECORDS AND SCHEDULES ARE PROVIDED. (LC)

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A REPORT OF

THE GREAT NECK-N.Y.U. PROJECT

January 31 to May 27, 1966

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SP 000 984

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Purposes of the Project

The New York University-Great Neck Project had as its stated purpose "the upgrading of teacher education through identification, utilization, and evaluation of new methods, media, and techniques of teacher preparation."

Concern for specifying more definitively what is involved in the teaching-learning act, for reducing the program fragmentation of teacher education students at New York University, for reducing the random nature of student teaching experiences, and for working more closely with the schools in which students do their field work resulted in an agreement of mutual obligation by the School of Education at New York University and the Great Neck Public Schools.

Some of the goals toward which the project was directed may help clarify what follows:

1. To try out some techniques and media in teacher education.
2. To insure a close relationship among methods courses and observation, participation, and student teaching.
3. To involve a public school faculty and its facilities in the pre-service education of undergraduates.
4. To provide some in-service education for public school faculty.
5. To provide various kinds of feedback as a method of learning.
6. To provide clues for future program revision.
7. To provide direction for future research.

Staffing

The project was staffed jointly by personnel at Great Neck, the co-directors and two teaching fellows from N.Y.U. Several members of the Kensington-Johnson staff were employed as part-time instructors for methods courses. All of the teaching faculty of the Kensington-Johnson School were involved, to some degree, in the observation and participation activities of the students. Fifteen of the faculty had major responsibility for directing the in-classroom activities of the students for about five of the seventeen weeks. Student-teaching supervision was done by the full-time N.Y.U. staff members and the two teaching fellows.

Staffing of the regular program at N.Y.U. was by N.Y.U. instructors, typically a different instructor for each course as well as different supervisors for the student teaching experiences. Very often these latter were part-time instructors.

Cooperating classroom teachers in the regular program receive, as payment, fee remission of a course at N.Y.U. This payment is based on a formula involving the amount of time and the number of students. For the Great Neck-N.Y.U. Project a budget was provided. This consisted of the dollar value of the credits that would ordinarily have been given the teachers in course remissions. This budget allowed for payments at the usual consultant rate of guest lecturers such as the school psychologist, art specialist, a classroom teacher - expert in planning and evaluation, and a dance person. Also from this budget cooperating teachers were paid an honorarium which came to about $8.00 for each day the teacher worked with students.

Commitment

New York University contributed the use of one video-taping capability, half-time of each co-director's program and the time of two graduate teaching fellows. The Great Neck Public Schools contributed room in one school for project activities, some secretarial services, school supplies, and a budget of $1000, which was used for video-tape. One camera will be purchased after July, 1966.

Facilities and Equipment

Staff and children of Kensington-Johnson School participated in the project. The building which housed this school was being renovated. For this reason, the entire school population was moved to another building that had formerly housed the Arrandale School. This building, the oldest public school in Great Neck, is, in effect, really two buildings of three stories each, joined by a breezeway. Physical conditions were, at best, not optimum for the teachers and children. However, everybody worked to make the best of the situation. The project was given a room on the third floor. This room, formerly housing the reading instructor, was used for class or group meetings. Since the room was small, the smoking room across the hall, shared by adult education classes, was sometimes used for small group meetings.

The project room was outfitted with a cubby hole for each student, a library of professional books, changed as the needs required as there were only two small bookcases, and folding chairs without arms in order to get thirty in the room. There were two small tables and a portable blackboard . A coffee maker and teapot were contributed by the N.Y.U. staff.

Because this assigned room was sometimes in use, because it was so small, and because it lacked much equipment, the project group often moved to other rooms as they were available. Many times the teachers' lunchroom was used before 10:30 and after 1:00 and classrooms after school. Other places were the science laboratory, the children's cafeteria, the teachers' lounge, the art studio, and once, in desperation, the playground.

The movement of the video-tape recorder became more of a problem than was anticipated because of the several stories, the two buildings connected only at the basement, and the necessity to lock equipment at night. The custodial staff was singularly helpful, but it was found after a harried beginning that planning activities needed to include careful consideration of the video-taping equipment. The equipment had a 200 foot range but laying of cable down several flights of stairs was rarely done because of safety considerations. Instead the video-tape recorder was set up in the hall outside the classroom where the taping was done. The video-tape recorder was locked at night in a closet on the third floor, in the teachers' lunchroom, or in the office of the principal or assistant in curriculum. For the future, plans were made to arrange hooks on walls which could carry cables. Two boys in the fifth grade helped set up equipment. They were quick to learn, facile, and soon could finish the job in ten minutes to the adults' half hour.

Facilities at N.Y.U. consisted of a classroom and all the other facilities usually available to students. Meetings were held in

Professor Cypher's "model" classroom; however, the equipment and facilities needed were such that the model classroom soon no longer met the groups' needs. At the beginning of the term, meetings were held twice a week at N.Y.U. in the model classroom. Toward the end of the term, time at N.Y.U. was spent on library assignments, small group discussions, and trips in New York City.

Often, the video-tape recorder was needed for playback during class sessions at N.Y.U. Transportation was exceedingly difficult. Twice a car was rented and the equipment was transported to N.Y.U, but this and space problems at N.Y.U. led to the conclusion that it was more useful to retain the equipment in Great Neck and to plan there those activities centering around this capability. The objection to this plan was that N.Y.U. personnel could not be involved to a large degree in exploring the possibilities of the video-tape recorder. A back-up unit at N.Y.U. would have partially solved the problem. Only the video-tape recording unit would have been needed since monitors could have been transported easily for the playback. Availability of such a unit is a strong recommendation for the future.

Activities Prior to Beginning the Project

In the main those activities consisted of readying the personnel and facilities for the project. Planning was accomplished during five late afternoon meetings that were held with the following persons: Dr. Dordick, principal of Kensington-Johnson School, Mrs. Bird,

assistant-in-curriculum, and Professors Ely and McLeod. Uses of facilities were delineated and a room was readied and detailed plans were made for the first two weeks of the project. Decisions had to be made about the myriad details of how to feed, toilet and house an additional thirty people in a situation which was already a temporary one, where every child was bussed and fed at school, thus overcrowding lunch and playground areas. Meetings were also held with Great Neck specialists and selected teachers who would be starting the subject matter emphases. Dr. Dordick held two faculty meetings to explain the project. The project directors were in charge of a third faculty meeting for the same purposes. It was at this latter meeting that the video-tape recorder was presented. It taped the proceedings.

During the preceding fall semester the N.Y.U. students made one trip to Great Neck. After that, car pools were established so that students could cooperate in transportation.

One week was spent at Great Neck readying the video-taping capability. Trial runs were made of setting up procedures, sound and equipment. Classroom situations were taped. A start was made in introducing video-taping procedures to elementary school pupils. The N.Y.U. staff and the custodian of the school were taught how to operate the equipment. One letter, written by Dr. Dordick, went home to all parents for permission to have each child portrayed on video-tape. Response was 100 per eent. The letter is reproduced on the following page.

Letter to Parents from Margaret Dordick

KENSINGTON-JOHNSON SCHOOL

January 18, 1966

Dear Parents,

The staff and I are pleased to announce that Kensington-Johnson is going to participate with New York University in a joint, pilot research project concerning certain aspects of the teaching and learning process.

New York University is looking for clues for the development of a new program for teacher education; we are looking for ways to improve our work with boys and girls; both groups are hoping to find evidence which will make a contribution to education as a whole.

Sound research is conducted best without the glare of publicity. While our Board of Education and staff are proud that we are going to participate in this project, there will be no publicity about it until we have some results to report.

This project will make wide use of various media. For example, New York University is providing a video-tape recorder which will provide us with instantaneous sound and picture feedback to analyze such facets of teaching as motivation, inquiry and evaluation techniques, curriculum content and organization, pupil participation and interaction.

During the project, films and tapes may be made for use by the Great Neck Public Schools and New York University solely for educational purposes. In this framework, we shall need your permission to use any picture or tape in which your child may appear.

We shall make continuing reports to you as the project continues. We are excited about the possibility of sharing and deepening our professional understandings and skills for the benefit of our children in the Kensington-Johnson School.

Yours truly,

_____

Margaret Dordick, Principal

We shall appreciate the prompt return of this form because we hope to begin our work the beginning of February.

I give my permission for the Great Neck Public Schools to use for educational purposes any pictures, films or tape recordings made at the Kensington-Johnson School in which my child may appear.

Date_____ Signature _____

Plan of Organization

One group of twenty-five upper juniors from the Early Childhood and Elementary Education Division of New York University participated in the project. Three other groups continued in the regular program which consisted of the following courses:

Regular Program

	Credits
Curriculum	3
Language Arts II	2
Student Teaching	3
Methods (math, art, science)	0 - 9
Liberal arts	9 - 0

The curriculum course met twice a week for one and one-half hours, language arts once a week for two hours while student teaching was two full days each week.

The project group had a similar total of credits. Their entire program was professional content:

Project Program

	Credits
Curriculum	3
Language Arts II	2
Student Teaching	3
Methods (math, science, guidance, social studies)	9

The essential difference in the two programs was in the arrangement of courses and field experiences. The regular program provided for courses to meet at scheduled times at N.Y.U., usually twice a week, and two days a week of student teaching with the same cooperating teacher throughout the semester. Students were assigned to schools in New York City,

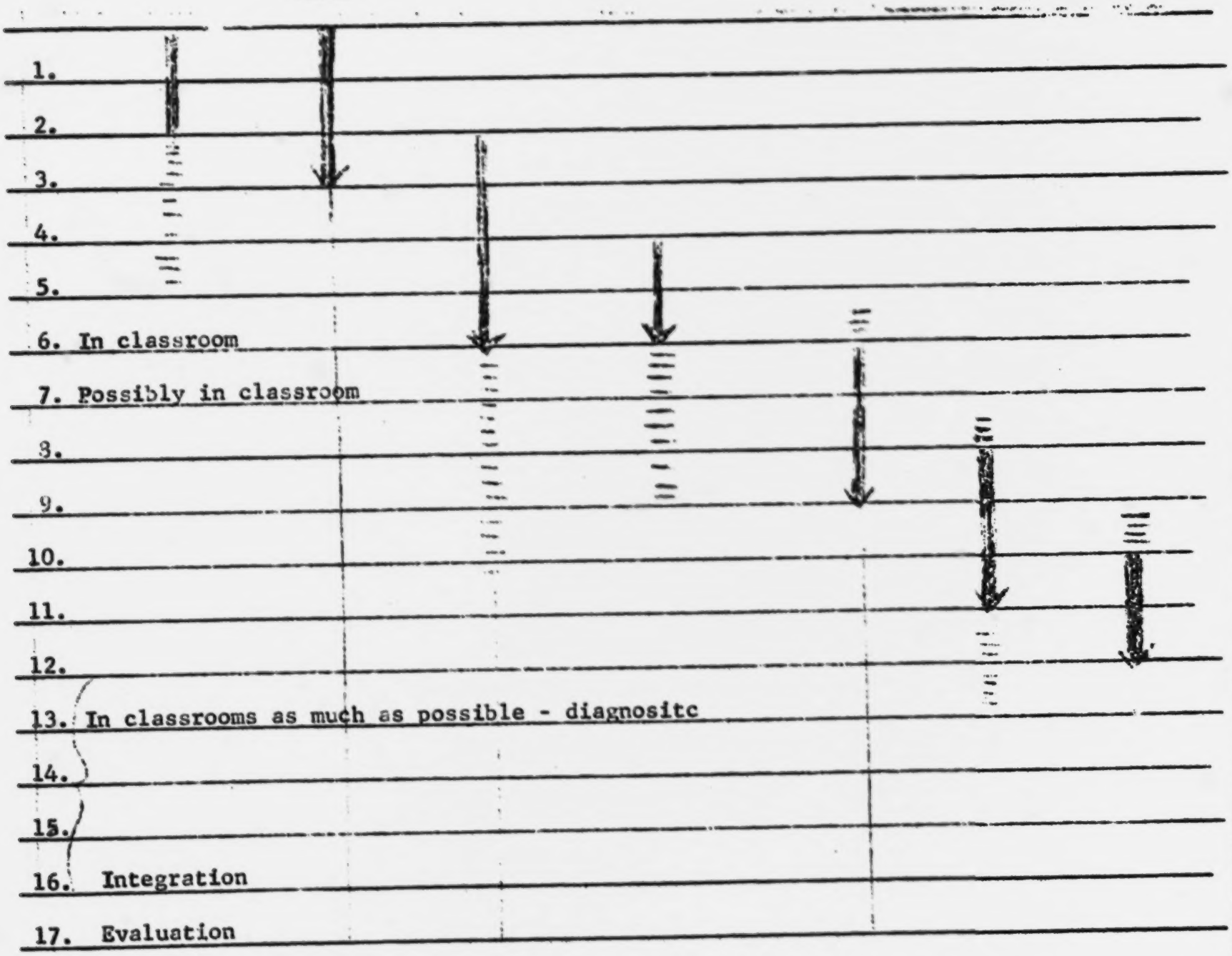
one curriculum section having from two to five schools for its groups of twenty-five students. The project group's base of operation for at least three days of each week and every day during the last month was at the Kensington-Johnson School in Great Neck. Other days were spent at N.Y.U. Methods courses and observation, participation, and student teaching were flexibly planned to give emphasis to various content areas, but not in the traditional manner of one or two hour course meetings. Usually one area of the curriculum received major emphasis for a period of two to three weeks and then another area became dominant. See the chart that follows for various curriculum emphases.

Student teaching began with carefully planned observation and participation and work with individual children or small groups, always in conjunction with theory and methods. Not until the sixth week did the students spend full days in the classrooms. In the course of the semester students had experiences with more than one cooperating teacher, sometimes as many as three. This was planned on the basis of student needs at a particular time. A more detailed discussion of the program follows in the body of the report.

N.Y.U. - Great Neck Project

1966 Jan. to May

Semester's Emphases - Tentative



Theee are subject matter emphases only. Additional emphases concerning teaching and learning will run throughout the semester.

Students in the project were those who had started as lower juniors in Professor Ely's curriculum section in September 1965. Students were given the choice to remain or leave the project for the project semester since there was much travelling involved. Only one student left because she had already taken many of the methods courses offered in the project. All but four students were able to arrange car pools. Four students commuted by train. Distances were often far. Two students lived in New Jersey.

Arrangements were made to concentrate professional courses in this semester. Thus, flexibility within the program was not hampered by other courses. Two students registered for only fifteen credits because they had taken one of the courses. These two, however, worked at other tasks at times when they felt they were repeating subject matter unnecessarily.

The Program

Possibly the best way to learn about the program is through careful study of its schedules. Three weekly plans follow. The first sets forth the activities for the first week.

During this week the emphases were on introductory activities, beginning science, language arts, and interaction techniques. Orientation sessions were held by the principal and assistant-in-curriculum, the N.Y.U. staff, a panel of teachers, a panel of children, and a panel of parents. Teams of students went to classrooms three times. The

first day students were directed to observe children in school. The second day they were to see how teachers and children start a day. The third day teams told stories to classes.

The librarian discussed story telling and told some stories to the N.Y.U. group the day before their plunge. Students spent part of Wednesday at N.Y.U. preparing and taping stories so they could hear themselves.

The science consultant held three sessions. In one he introduced the group to the discovery method by setting up science activities for them. In the second, he worked with a group of children while students watched. In the third, he held a feedback discussion.

Wednesday and Friday were spent at N.Y.U. in class or in the library. Each student had delineated some jobs for herself on Tuesday. Friday saw work goals established for the following week.

Video-taping was done of the teachers' panel, the science consultant teaching children, the N.Y.U. students working on science activities, and the librarian telling a story. Two N.Y.U. students were video-taped as they told stories in a classroom.

Great Neck — Plan - First Week — January 31 - February 4.

	Monday	Room
8:45	Orientation - Great Neck, N.Y.U. (Dordick, Bird,	
9:00	McLeod, Ely, Petersen, Gerhardt)	31W
10:00	Directions for Classroom Visits "Children in School"	31W
10:30	Observation teams in Classrooms	
11:00	Discussion, feedback	31W
12:00	Lunch	31W
1:00	Flanders' Interaction Technique	31W
1:30	Panel of teachers "On Teaching" (VT)	TDR
2:00	Science	
3:00	Mr. Hertzberg	TDR
3:30		

	Tuesday	Room
8:45	Observation teams back to classrooms	
9:00	"Starting a day"	
9:30	Science - Mr. Hertzberg, Working With Children	TDR
10:30	Feedback	31W
11:30	Panel of Children "About School"-Ely	23E
12:15	Lunch	
1:00	Story telling Miss Sage (VT)	TDR
2:00	Discussion	31W
2:30	Flanders	31W
3:00	Work time Setting tasks for Wednesday	

	Thursday	Room
8:45	Science Mr. Hertzberg	TDR
9:20	Panel of parents "About Children in School"- Bird, Ely	TDR
10:00	Coffee	
10:30	Discussion and Analysis	31W
11:00	Some Story telling preparation	31W
11:30	Lunch	
12:30	Story telling Teams to classes	
1:00	VT one team Planned work sessions	
22:30	Flanders	31W

TDR Teachers' Dining Room
VT Video-taping possibilities
This plan must be flexible

Feb. 8 PTA, Baker Hill, L. Kenworthy, Social Studies 8:30 p.m.

March - Kensington Fair

The second schedule presented is for the week of March 1 to March 4. The plan indicates some of the progress made by the group. Time was given for individual and team study in language arts and science areas. Record keeping and progress reports had been started. Students were involved in two school activities: a Young Audience performance and preparation for the Language Arts Fair. Conferences were scheduled with classroom teachers so that students could better plan their science activities with small groups of children. Language arts were refined to reading skills. Dr. Dordick was scheduled for two class sessions on structural analysis. Industrial arts were introduced by the school's specialist. Students had opportunities to plan projects and to start working in the shop. Wednesday at N.Y.U. was self-motivating. Students worked on individual tasks and in small groups to execute earlier plans. Conferences were held. A trip to I.B.M. was planned. Monday of this week was a holiday.

Plan for March 1 to March 4

Tuesday		Room	Wednesday at N.Y.U.	Thursday		Room	Friday at N.Y.U.
8:45	Planning the week - Language Arts Fair N.Y.U. Convocation	31W	Some ideas 1. Flanders 2. Library 3. Plan trip 4. Committees (Language Arts) 5. Reading tasks 6. Add some	9:00	Planning	31W	1. Progress Reports 2. Conferences 3. Plans for Language Arts Fair 4. Open
9:30	Young Audience Concert. Go with the class you accompanied to the Primus concert			9:30	Orientation to Industrial Arts - Mr. Spencer and entire group	shop	
11:30	Feedback	31W		11:00	Feedback - Tapes, reading Flanders	31W	
12:00	Lunch			12:00	Lunch		
1:00	One group to shop Others with VT and Feedback	TDR		1:00	Work period Language Arts Science Reading- McLeod	31W	
1:30	Dr. Dordick - Structural analysis in reaing (VT)	TDR		1:45	One group to shop, one group for individual conferences		
2:30	*			2:20	Dr. Dordick Structural Analysis	TDR	

* Bus time - Science people see classroom teachers for conference

Science activities this week:
1. This week you may be asked to help with the Language Arts Fair activities.
2. It is important for you to do a major job on your Language Arts emphasis. Due date - March 15.
3. Keep records of your week in the form. Due Friday

The third schedule included is for the second to last week, May 16 to May 20. Students were in their student-teaching placements most of the time. Supervisory visits and conferences were held during the day. There were activities after school each day. These were held by the school psychologist on "Danger Signals in the Classroom," a classroom teacher on set theory, a teaching fellow on social studies, the assistant-in-curriculum on how one class worked on a social studies unit, the science consultant on materials in science, and an N.Y.U. faculty member on processes of division of fractions. These afternoon sessions were the cause of some fatigue but the students did learn that a teaching day is longer than they had believed.

Not seen on the schedules but part of the program were periodic days and half days given over in entirety to subject matter emphases. An example is the science day where each student had opportunities to see both the science consultant at work and a classroom teacher at work with science as well as to work herself with a small group on a science problem. The activities were coordinated with research activities and feedback sessions.

The project consisted of seventeen weeks. Each week was coordinated about themes and activities. Time spent by N.Y.U. students was often from 8:15 a.m. to 4:30 p.m., five days a week. There were two periods of time, one in February and one in April when Great Neck Schools were on vacation. The N.Y.U. students observed these times for vacation and worked through the N.Y.U. spring recess and through the two weeks of examinations in May.

Plan for May 16 to May 20.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:00	S T U D E N T T E A C H I N G - T E A M S T O A S S I G N E D C L A S S R O O M S				
10:00					
11:00					
12:00					
1:00			1:00 Social Studies Concepts and Generalization- Mr. Peterson TDR		
2.00	Dr. D'Evelyn TDR "Danger Signals for Teachers"	2:45 Conferences with your classroom teacher	2:00 A Sixth Grade TDR Social Studies Unit - Mrs. Bird	2:00 Science Workshop- Materials iin Science- Mr. Hertzberg	2:00 Math - Ely
3:00	Child Study TDR Flanders - McLeod	3:15 Miss Kozbrek Set Theory			

1. Keep careful records

2. We will see each one of you each day. If you have a need to see one of us quickly, ask Mrs. Clark to call us.

3. Your child study should be completed by May 20.

Records of Students' Observations, Work With Children, and Professional Conferences

Students kept a variety of records; some kept accurate detailed records submitting them each week, others remembered at the last minute. They were asked to compile these and the results are submitted here.

1. Students' Observations in the Classrooms

Number of Times	Number of Students
5.	1
6.	1
7.	4
8.	2
10.	7
11.	1
12.	3
13.	4
14.	2

N = 25 students
Median number of observations = 10.

These observations were apart from those of the student-teaching experiences. They were planned periods in classrooms with specific observational aims. For example, students observed such activities as planning, evaluating, and work in content areas. Differences in number of visits often occurred because the staff saw and planned for individual student needs. For example, one student with a high number of observations did not participate in the N.Y.U. sophomore field experience and felt she needed to see children in action. These observations periods were followed by feedback sessions of several types--whole group, part group, individual and sometimes student-student.

2. Working with Individual Children and Small Groups

Number of Times	Number of Students
7.	3
8.	1
12.	1
15.	4
19.	1
25.	3
30.	2
35.	3
40.	3
45.	1
75.	3

N = 25 students
Median number of times working with individuals and with small groups = 25.

Some students added both the times they worked with individuals and small groups during their student-teaching weeks and during other term activities. The totals that pertain to those students are on the high end of the scale. Other students totalled only those times they worked with individuals and small groups while not student-teaching. Their totals are on the lower end of the scale. Much planning of the project centered about giving students opportunities to teach individual or small groups of children and to have feedback following each activity. The immediacy of analyzing the experience and planning for subsequent ones is felt to be crucial to learning and is closely related to the theory of reinforcement. Work in each content area provided such opportunities.

3. N.Y.U. Students' Conferences with Classroom Teachers

Number of Times	Number of Students
12	3
14	1
15	1
16	1
20	3
21	3
22	2
25	1
30	7
32	1
40	2

N = 25 students
Median number of conferences = 21.

The number of conferences between N.Y.U. students and classroom teachers varied in great part because of each teacher. It seems important to note that the least number of conferences was twelve. Conferences were held before, after, and during school. Several times Dr. Dordick arranged for teachers to meet N.Y.U. students at the close of school. Since teams of students were placed in each classroom, it was often possible for one student to confer with the teacher while another worked with the children.

4. Supervised Visits of Students by N.Y.U. Personnel

Number of Times	Number of Students
8.	3
9.	4
10.	8
12.	3
14.	3
15.	1
20.	3

N = 25 students
Median number of visits = 10.

Each student was seen at least once each day she was in the classroom. Sometimes these visits took the form of a look from the room entrance or a walk in the playground. Whenever the student planned to engage in any work with children, she was urged to inform one of the staff of the approximate time. Of course, toward the end of her student teaching experiences there were many more teaching opportunities and the staff could not always see every student at work when requested. All staff members saw all students and met as a team to confer about each one. Following every visit to a student, the staff member met with him for feedback as soon after the visit as possible. This is indeed a high frequency of supervisory visits when one considers that under the regular supervisory program for juniors, three visits is the average.

5. N.Y.U. Students-N.Y.U. Staff Member Conferences

Number of Times	Number of Students
5.	4
7.	1
8.	1
12.	1
15.	3
17.	1
20.	1
30.	2
40.	3
45.	2
50.	2
65.	2
70.	2

N = 25 students
Median number of conferences = 30.

The low end of this scale indicates formal conferences. The high end both formal and informal. This part of the project is considered by the N.Y.U. staff and students as one of its major strengths. Attempts were consciously made by the staff to confer at important times in each student's development. One of these times was immediately following the student's work with an individual child, a small group, or a classroom observation. There were other occasions, some formally planned, at the end of the first three weeks and near the middle of the semester. These took the nature of summary and evaluative sessions. Assistance and guidance with assignments, planning of individual activities, as well as a host of personal problems were other purposes of conferences.

Planning and Evaluation Sessions Held by Project Faculty

Planning and evaluation were central activities. A rundown of the number of formal planning and evaluation sessions follows:

	Number of Sessions
N.Y.U. staff and Kensington-Johnson staff	2
Kensington-Johnson staff and Dr. Dordick.	2
Dordick, Bird, Ely, McLeod	28
Dordick, Ely, McLeod	8
Teachers of Content Areas, Ely, McLeod.	35
N.Y.U. Project staff.	30
N.Y.U. Staff - Cooperating Teachers	7

The number of informal planning and evaluation sessions would swell these totals considerably since much of the communication was of the informal type. Lunchtime, for example, often saw as many as six conferences between teachers and N.Y.U. staff.

Plan of Field Experiences

Twenty-five students might have been a tremendous number for one teaching faculty (twenty-five classes) to absorb. Had they been assigned in the traditional way, one student to a teacher for two days a week it would have been impossible to concentrate so many in one school. Several ways were devised to make the impact less. First, the students functioned in teams of two and three. Second, no assignments were made for the students to have whole day experiences in the classroom until the sixth week. Instead, they had other kinds of experiences, to be described later. Then, when they did for the first time stay the full day, they were in teams of either two or three and the period was only two weeks in duration. Later, in the thirteenth and fifteenth and sixteenth week, they had longer full week classroom experiences, still in teams of two or three. Constant communications from the principal kept the staff informed of the N.Y.U. student activities. Participation by the Great Neck staff was always voluntary for each activity. Another part of the report describes the staff relations. By concentrating the entire group in one school it was possible to unify field experiences and to effect almost immediate communication among teaching staff, N.Y.U. staff and students. By precise assignments, linked to content emphases, the students were directed in their student teaching activities to focus and to act. Please see Appendix A. for such assignments.

Selecting Cooperating Teachers for Student Teachers

All staff members contributed to the project in some way. Before the project began, Dr. Dordick saw each teacher to explain the possible contribution. Three teachers asked that the video-tape recorder not be used in their classroom. Some others did not want to work intensively with student teachers although they did want to contribute in other ways. These requests were met.

It was felt that the choice of cooperating teachers for the weeks of intensive student teaching activities was a vital one. Efforts were made to work with people who were strong and positive examples of the profession. Choices of cooperating teachers were made by Dr. Dordick, Mrs. Bird and Professors McLeod and Ely. Each of the teachers was then asked to come to a meeting where the project phase was explained. The teachers were given opportunities to make private choices so that "group forcing" could be minimized. All teachers asked did volunteer. One declined the third phase of student-teaching since her class was presenting a play and since she felt this was not her usual program. There were three sessions of student-teaching separated by weeks of content emphasis. Some teachers worked in all three. Four luncheon meetings and one breakfast meeting were held for planning and evaluation. Twice evaluation was done by the University professor seeing each teacher separately. These were in addition to informal conferences which occurred almost daily. Sometimes, it was necessary to change students' placements. This was accomplished after teachers were told the reasons. These reasons were usually needs for other grade level experiences, or personality clashes of particular teams of students. Once a teacher

instigated a change.

Dr. Dordick and Mrs. Bird were exceedingly helpful in following up assignments and in helping teachers see varied possibilities for student teacher activities. A list of suggestions to cooperating teachers who worked with student teachers in the first session of student teaching is in Appendix B.

Use of Media and Techniques

Video-tape Recording

The use of the video-tape recorder was an important facet of the project activities and became, in time, the central purpose of proposals for research.

Learning to work with the equipment was a colorful, frustrating, thankful, and thankless experience. The equipment is sensitive, bug-ridden, yet holds great promise. Much of the time the unit was out of order. Field service promised by ITV was not well accomplished. It was during those rare, shining moments when the machine was working, the classroom was set up, the activity was promising, and the playground was relatively quiet that the possibilities of the medium were evident.

Some activities using the video-tape recorder follow:

1. Taping of N.Y.U. students working with classes, small groups or individual students. These tapes were used for individual feedback and for class analyses.
2. Taping of a beginning of micro-teaching in the elementary school. This version was worked out by the N.Y.U. staff since micro-teaching has been done only on the high school level.

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3. Taping of sessions that involved specialists working with N.Y.U. students. It was felt that these tapes might be evaluated for use with other groups of college students. Among those taped were the science consultant, the librarian, and the principal who discussed reading skills.
4. Taping of N.Y.U. personnel discussing the project at a teachers' meeting.
5. Taping of a panel of teachers discussing the professions with N.Y.U. students.
6. Taping in classrooms when it was felt advisable that the entire group rather than representatives see an activity. Sometimes students watched the activity as the action occurred on monitors in another room. Sometimes the activity was taped for later use without whole group viewing.
7. Taping of children's activities in elementary school. One tape made of language arts activities was shown at the P.T.A. Open Night Language Arts Fair.
8. Taping with emphasis on teaching-learning behavior. These tapes were done mainly for trial purposes. The object of such taping was to help in plans for future research.
9. Taping a guidance session at N.Y.U.

8mm Film

The use of 8mm film was exploratory. Films were made into loops and put into cartridges that could be shown on Instamatic Technicolor Projectors. The film is so sensitive that regular classroom lighting suffices. Any 8mm movie camera can be used. Overnight developing was arranged.

Three 8mm loops were made of language arts activities in the school and shown at a Parent Teacher Meeting. Several students shot film of the subject of their child study. Much of this was done on the playground.

One effect of using 8mm cameras and films was the planning it instigated. The science consultant made plans to use the medium on trips with pupils. Pupils saw 8mm filming as an aid to charting and reporting to the class. Classroom teachers began to talk about making a film file of classroom activities. The ease of producing these films was the major selling point.

Time-lapse Photography

Another use of 8mm equipment was for trial of time-lapse photography. The method of photography takes still pictures at regular intervals. Stanford University is studying pupils' attending behavior through results of time-lapse photography. The N.Y.U. project budget could not cover the still photography equipment needed so improvisation was made. A movie camera was set up on a tripod, to this was grafted an airbulb system that would snap a picture when depressed. Trial runs of pictures

at differing intervals from five seconds to two minutes were made. Results, put on a cartridge that could be stopped at will for a still picture frame, were interesting but exceedingly raw. Much more work needs to be done on experimentation with time-lapse photography.

Interaction Analysis

One of the techniques taught the N.Y.U. juniors during the first weeks of the semester was the Flanders' Interaction Analysis. Students listened to the tapes and saw the film strips that Flanders developed. This was done both in total group sessions and in small group sessions. By the second week they were coding in classrooms. One of the students came back, breathless from a morning observation, and announced she had just done a short Flanders on a teacher because she thought the teacher was doing a lot of clarifying and she wanted to check. Her matrix was tabulated on a portable blackboard and her hunch confirmed. This illustrates how the technique was able to help students become sensitive to specific aspects of the teaching act.

Classroom teachers' interest in Flanders was piqued by the students' notations and comments. It was not uncommon to hear in the lunchroom that students had explained the Flanders system to teachers. Later, a group of teachers met in planned-for sessions to learn the coding and how to interpret the matrix. N.Y.U. staff served as leaders of these sessions.

Although Flanders analysis tends to be a rather gross measure of only verbal interaction, the technique served to help pre-service

students focus on certain specific aspects of the teaching-learning process. Flanders' tapes and film strips can be used either by small groups or individuals and are practically self-teaching. On the other hand, lecture method was found to speed up the time consumed by six tapes. The investigators believe Flanders to be useful early in the teacher training period. It is limited to discussion type situations. Once the Kensington-Johnson staff began to analyze the matrix, they found it a fascinating technique.

The more sophisticated the teachers became the more they began to see additional breakdowns possible for analyzing behavior. Plans for next year include attempts to analyze more concisely verbal interaction coupled with an analysis of visual clues obtained from video-tapes. These teachers are moving toward self-analysis.

Mutual Staff Contributions to Programs and Communication

Contributions by the Kensington-Johnson staff to the N.Y.U. program were many. Some contributions were obvious. These included working with students intensively and in ways that were beyond those normally expected of a teacher-student-teacher relationship. In addition, the semester was highlighted by teachers' constant willingness to have observers in their rooms and to provide children with whom the N.Y.U. students might work. The system of communication was such that teachers' notes in the N.Y.U. mailbox read "We are having a parent today who is talking about violin making. Two students are welcome if you feel this will be of benefit." Another, "Sue did such a useful reading diagnostic with David. Could she do another today at 2:00 with Jane? It would be

of help to me." Toward the end of the semester these messages increased. This was probably due to the N.Y.U. students' familiarity with the staff and children and to the success of prior activities.

Summonses would come in many ways, often by a breathless pupil who caught a staff person in the hall. Requests at this time had to be carefully evaluated since they would have fragmented the entire program had they been met in entirety.

Other Great Neck staff contributions took the forms of suggestions for the program, ideas for media use and evaluation of students' activities that had not been requested but that were truly helpful. On the whole, the staff was professional, outgoing, and verbal and did not hesitate to let the co-directors know when they felt something was wrong. For example, they were critical of the fact that orientation did not consist of more than one teachers' meeting prior to the program. This had been done to spare staff time but this staff did not appreciate the gesture. They were not content with the other orientation meetings held by the principal alone.

Specialists of the Great Neck faculty who taught content areas in the program also contributed more than the course responsibilities. An example of this is the series of six after school workshops held by Mr. Hertzberg, the science consultant, for the N.Y.U. group, after he completed the scheduled science course activities.

N.Y.U. contributions to the faculty were varied. N.Y.U. staff co-operated in three faculty meetings. Two of these concerned the project. One was a report on Taba's research about children's thinking. The latter was very well received.

Video-tapes and 8mm film loops were made for presentation at the PTA Language Arts Fair. All the N.Y.U. students attended this evening event, and most helped in some way in the preparation. The N.Y.U. staff showed and discussed the tapes and films.

A teachers' workshop was directed by the N.Y.U. staff on the Flanders Interaction Techniques. Six meetings were held. Plans are ready for continuation next year. Often N.Y.U. staff acted as sources for professional materials, and as the term progressed, the N.Y.U. staff was increasingly asked for ideas and evaluations of classroom activities.

Both co-directors were on hand each day at 8:00 a.m., at lunch and after school. The importance of being "there" must be emphasized. This seemed to have an important and positive result. Gradually, the relationship established with the staff was one of trust, mutual responsibility and honesty. There were many indications that this staff would appreciate learning about working in the areas that were explored. Their fascination with the video-tape-recorder surpassed that of the students. Their desire to learn was obvious.

Great Neck Staff Reaction to Project

All teachers were asked their opinion of the project. Replies were, to the greatest extent, favorable. Suggestions about timing, activities, and future plans were given. Some needs mentioned by teachers were more time to confer and plan, more orientation conferences, more teachers' meetings about developments in education, continuation of the Flanders' workshop, more activities using 8mm film and the video-tape-recorder. Above all, it was emphasized that communication about all aspects of the activities must be constant.

Dr. Dordick was enthusiastic about the project. She feels that what was done and what grew out of the project can have wide implications for education. She was dismayed that she did not have enough time to give more sessions on reading skills and more follow-up of what she did, but felt somewhat better when she remembered that her work was re-inforced by other sessions held by the N.Y.U. staff.

Mrs. Bird, much concerned with and about staff relationships, felt that as the project progressed, these relationships became smoother and of mutual advantage.

Student Reaction to the Project

One the last day students were asked to reply in writing to several questions concerning the project. Their answers did not need to be signed. Following are some questions and student replies:

1. When you left the classroom last Friday how did you feel about the amount of classroom experience you had as a junior?

	Replies
a) enough and satisfied	2
b) would have liked another week or two	13
c) would have liked much more	10

The general tone is not surprising. Juniors usually feel the need for more classroom time to work with children.

2. Your extended classroom experiences were in the sixth and seventh weeks and the 13th, 15th and 16th. This timing had to fit into the Kensington-Johnson needs as well as that of N.Y.U. Ideally, when do you think are best times for these classroom experiences to come?

Timing was indicated to have been acceptable. Some students would have preferred more time in each student teaching situation.

3. What advantages did working in the classroom in pairs or threes have? What disadvantages? Would you recommend continuation of this pattern for the junior year?

Without exception students wrote of the advantages of pairing. Ten respondents mentioned that three were too many students in one class.

A typical reply went, "I didn't mind working with two other persons at all. We had our own plans and activities and I never felt as if I was stepping on anyone else's toes or vice versa. The opportunities for evaluation and feedback with a friend were tremendous."

4. During the first weeks you worked with individual children and with small groups. As you look back, what values do you see in these activities? Should they be continued? Extended?

All students favored working with individual and small groups of pupils. Fifteen students wanted these activities continued unchanged. Ten students wanted them extended. Most students wrote of the advantages of getting to know children well and having some success with small groups before whole class teaching.

5. You had experiences in more than one classroom. There are advantages and disadvantages. How do you feel about the variety?

Variety was judged useful by all students. Some suggested different timings in classrooms. Five students said that in the future, juniors should have even more variety.

6. Did working closely with the elementary school and relating course work to observation and to experiences with children make any difference to your learning? Be specific, if you can.

Twenty-four students judged as excellent the relationship between learning theory and activities with children. Many said this made theory live. "I think that the coordination of relating course work to the elementary school is the highlight of the program. Once you learn something you can immediately use it in the classroom. For example, when I learned how to teach addition, I helped a child in Mrs. Milletta's class who couldn't see how to add many numbers."

One student indicated that this coordination did not affect her learning as much as she had thought.

7. Did the concentration of the course in one period of time but extending it throughout the semester make any difference to your learning? If so, how?

Concentration was judged useful to learning by eighteen students. Seven would have preferred activities more scattered -- such as a two-hour period per week for each subject area, as they were accustomed.

8. What gaps do you see at this time in knowledge and skills as regards the program, not you?

Some indications of program gaps were:

	Replies
repetition of subject matter	2
need for time to absorb, think	2
more time for library work	1
more time on specific subject matter areas	10
need to be observed more	1
time needed for discussion	1
waste of time at intervals	2

Several of these replies mentioned time, which continues to be "the enemy of us all." The replies about subject matter areas might be echoing the junior students' constant concern about learning all there is to know about what and how to teach.

9. What changes in you have come about as a result of this semester's experiences? (attitudes, knowledge, skills, feelings about children, teachers -- whatever you wish to say).

All replies were positive. Many mentioned deeper insight into varied teaching roles, pride in profession and more knowledge about content. "I sincerely want to teach. Before this I must confess, I wasn't at all sure of my desire to be a teacher. I have a more concise understanding of what the discovery philosophy means, and of what it takes to be a teacher. I know how much or little a teacher can do for children. I've seen excellent teaching situations. Teachers are so terribly important to society."

10. You had some opportunities to see the video-tape-recorder operating, although not as many as we would have liked. What possibilities do you see in it for teaching people like you?

All students mentioned uses of the video-tape-recorder. A majority talked of the positive possibilities for teacher education held by the medium.

11. What do you think beginning junior students could learn about teaching from knowing the Flanders' Verbal Interaction Technique?

Students were unanimous in their praise of this technique. Several mentioned they were sensitized to teaching acts. Several students talked of direct and indirect teaching. "It made me very sensitive to the amount of time I spent praising, criticizing, questioning, lecturing. I think of it every time I get in front of the class." Two students mentioned that the technique was limited but that it did have value.

12. You got up early, traveled long, and worked hard five days a week. (You cannot compare what you had with what you didn't have, of course.) The question is, was it worth it? If yes, in what ways? If no, why not?

All students thought it was worth it. Some of their answers were:

"Yes, it was worth it. I gained much more from this program than from all the methods courses at N.Y.U. There was always someone around to talk to."

"A lot of aggravation and strain was involved but we did receive individual attention, we saw a lot. There was a lot offered to us. It was up to us to make the most of it."

"It was very exhausting at times but if you expect to get anything from something you have to work and give of yourself. As I look back over the term I know just how lucky I was to have been included."

"Yes, I think the traveling was worth it. This program far surpasses anything in method courses and two day programs at N.Y.U. It really brings the whole teaching profession to view. It makes you aware of all the parts of teaching, the academic pressures, the relationships with the janitors as well as the principal. There are no games or ideal dreams in this project. It is working in a school situation with all its problems. Having student taught in my sophomore year, I am limited for comparisons, but I really think that this is the only way to prepare people to be teachers."

Perhaps one other comment ought to be mentioned. This was an addendum to the questionnaire made by a student. It said,

"Don't give up your spirit or lose faith in the face of the enemy."

N.Y.U. Staff Reaction to the Project

The question has been asked, "Could this project be replicated?" The answer is an unequivocable yes, if one wished to replicate it. We would make some changes on the basis of our experience.

1. Twenty-five juniors can learn methods of teaching and can be absorbed by a teaching staff of similar size, under temporary, make-shift school-housing conditions. We are convinced that this was done with less fragmentation, less overlapping of content, with more individualization and greater student direction than in what was the regular junior program. However, twenty-five juniors put considerable strain on the facilities and on a teaching staff of this size, particularly if one wishes to carry out experimentation. We would recommend a reduction in the number of students, or use of two schools.

2. Can members of a public school teaching staff make contributions to teacher education beyond that of being cooperating teachers? Yes, unequivocably, again. Five members of the Kensington-Johnson staff were assigned to instructorships for courses. Several others served as consultants. For example, the industrial arts teacher gave two lectures and helped each junior complete two projects. The chief psychologist was a guest speaker twice. We believe students had fine experiences in science, reading, and other content areas, equalled to, and in many instances better than, those they might have had from full time N.Y.U. staff. In addition, because they were present when events occurred, students had experiences not planned for in

any course. They attended dance and music concerts, helping take the children to these activities and to provide follow-up experiences. Some made home visits with the nurse. Some sat in on district-wide curriculum meetings. These are examples.

As the program developed, it seemed clear that rather than so many instructors of courses with responsibility for the equivalent of fifteen two-hour sessions, teachers could better be used as guest lecturers and consultants. Actually, two-hour course periods proved rigid, inefficient, and unworkable if one were to take advantage of the built-in school laboratory and of the teacher's time. In the beginning of the project, the co-directors carried the major teaching effort. This would probably be true of any beginning effort. However, one of the strengths of the program was the fact that the co-directors coordinated the various activities and efforts. We think that a combination, perhaps, of instructors and consultants to be used flexibly, as the various strengths combine, can be fashioned for each school where this project might be replicated.

3. Payment of instructors was that of the regular part-time instructor assigned to a course. Cooperating teachers and consultants received honorariums. This latter plan is preferable to a free course and allows for flexibility in use of the staff.
4. One of the assets, and certainly a major factor if one wished to replicate the project, was the principal. Dr. Dordick's background -- classroom teacher, assistant-in-curriculum, expert in language arts -- combined with her quiet, efficient administrative

ability provided sound leadership to all. Her efforts to assure smooth running from custodial and lunchroom staff to parents and teachers were tremendous. Some of the communications in Appendix C. give some inkling of the part she played. Both Dr. Dordick and Mrs. Bird, assistant in curriculum, stayed several extra hours each week to plan with us and carried out the many details of arrangements for observations or participation. In addition, Dr. Dordick had several sessions on reading. Mrs. Bird was consultant in social studies. It was a time-consuming job for the principal. Her satisfactions were found in the interested responses of her teachers as well as in the development of the junior students.

5. A major strength in project activities was the opportunity for quick feedback. The more immediate the feedback the better for student evaluation and planning.

6. Assignment of students to classrooms for observation, participation, and beginning student-teaching was made in pairs and threes. Singly assigned would have been impossible in a school so small. Further, we wanted them in pairs for feedback. The students report that they liked this arrangement, both for feedback and security. Most teachers were extremely adept in involving juniors in participatory activities. Prior to assignments, lists of suggested activities (Appendix B) made by the school principal, assistant in curriculum and the N.Y.U. staff were given the teachers. At the end of the first two days of participation, students discussed the activities in which they had engaged and this was tape-recorded and played back for the cooperating teachers at a luncheon meeting. Two

teachers were appreciative of the help this gave them and promptly involved the N.Y.U. students who had largely been observing.

Several additional points need to be made about the assignment of students to classrooms. First, the classroom experiences were not continuous. Had they been teachers would have carried too great a burden. Second, the classroom experience was delayed until the sixth week. There were advantages and disadvantages. The N.Y.U. staff would have liked to have given the students this experience earlier. The principal was hesitant to move forward too quickly with the staff. A winter vacation and a language arts fair also delayed the students' first full day's experience in the classroom. Prior to this, however, were many opportunities to work with individual children and small groups and to assist in trips, to tell stories, and to read to children. So when the students did begin full days in classrooms, they did so with confidence, familiarity with teachers and with children. The teachers reported that they had never had students so eager and prepared to work. We think the delay contributed to their readiness.

Another difference in the student teaching was that after two weeks it was interrupted to give more emphasis to content. From then until the thirteenth week, students' experiences were with individuals, small groups, and observing. The students were re-assigned to classrooms for three weeks near the end of the semester. In most cases these were different pairs and different classrooms. A spring recess intervened between the first and second weeks of this experience and some students were re-assigned to still dif-

ferent classes either as the needs of students indicated or as the activities of the classrooms justified. Students were thus given an exposure to a variety of teachers and grades as well as partners. For a junior experience in student teaching, we think this variety is good. The students themselves report to have liked it and to have learned from a variety of personalities and techniques. Because we purposely kept assignments fluid, teachers expected change and were not threatened by it.

7. Supervision of student teaching was done by the co-directors and the teaching fellows. During the periods students were in classrooms, the staff was kept breathless trying to keep up with "who was teaching when" and holding conferences following observations. Every student was seen every day. Of course they were not always teaching, but you learned to tell as you walked past a classroom before school in the morning who was relating to children, who was just sitting and talking. You could give an immediate suggestion, call the student out for a conference, direct him to a book for help. A few students were video-taped and this too holds promise for future evaluation. We believe supervisors of students should be integral team members of any project. Furthermore, we believe that school-university projects such as this makes possible three-way or four-way conferences. During this period of student participation, lunchroom conferences were extremely popular. Most students valued the opportunities to learn.
8. The major change in methods courses was in concentrating the work into a few weeks' time rather than the traditional spread of two hours a week throughout the semester. We believe this has merit.

Child study became an on-going thing which the co-directors began and which the nurse teacher and psychologist picked up later. We think some areas of concentration should begin early and go through-out. One would be child study (guidance) and another the language arts. We think we should have begun some areas sooner; Social Studies is one. Time is always a problem. We think there needs to be much more individualization worked out. Tapes, films, programed materials are needed so that students can be more self-directed and learn for themselves when they are ready. A great deal of time for individual work is available under flexible programing. We have barely begun to explore this area.

9. Contributions of the N.Y.U. staff to the Great Neck staff have been discussed elsewhere. We think we did provide some catalystic action. We found the staff a most professional one, alert, open to suggestions, eager for new ideas, one which took us in as members of the family, inviting us to their parties and banquets. It was a pleasure.
10. Should a project be started in the future, we suggest a duration of three years so that what was learned in the difficult first year may be used and evaluated during the following years.
11. It seems vital to us that different systems of evaluation and grading be developed for our university students.
12. If at all possible, we urge the purchase of a back-up video-tape unit for N.Y.U. It is economical in the long run in time, money and possible accomplishments.
13. It would be interesting and probably useful to try different student groups, especially graduates, in a program combining some aspects of this project. The use of media and their possibilities fascinated

the classroom teachers. Many expressed their desire to be in a program such as the Great Neck-N.Y.U. one now that they are teaching. In fact, many said that this would be more beneficial to them than to the undergraduates.

Conclusions regarding media use and plans for next year follow.

Plans for Next Year (1966-67)

Plans for the coming year will center about the teaching behaviors of questioning, diagnosing and evaluating. The project as it was will be discontinued but work in Great Neck will go on. Please see Dr. John L. Miller's letter, Appendix D. Effort will be made to produce short segments of model teaching behaviors, to continue developing micro-teaching for the elementary school, and to collect other video-taped samples of teaching behaviors. Base of operations will again be the Kensington-Johnson School which moves back to its building during the academic year. Children and teachers will be asked to participate in activities. Relationships and activities with the elementary school faculty will be continued. N.Y.U. students will be asked to volunteer when needed.

At N.Y.U. it is hoped that a library of video-tapes can be established and that activities may be continued that involve N.Y.U. faculty. Model films will need to be evaluated, evaluation systems will need to be built for these and other tapes, and techniques will need to be tried in the university setting.

The project, although discontinued, might be of influence in the regular program. Already established are New York City centers that serve as student teaching placements so that one section of junior students can be placed in two schools. Efforts have been made to coordinate supervisions so that it is done by as few people as possible. Some aspects of the Great Neck-N.Y.U.

Project that may be of possible use to the N.Y.U. program are:

1. methods of coordination of subject matter and experiences.
2. coordination of planning segments of subject matter emphases.
3. methods of supervision.
4. N.Y.U. faculty-elementary school staff relationships and communication.
5. student responsibilities in planning, keeping records and evaluating.

The entire area of media use holds strong possibilities for future program. Development of media techniques is one of our immediate aims.

APPENDIX A

Foci for student teachers for their last two sessions of student teaching.

Some Classroom Foci

Language Arts

Reading

1. Familiarize yourself with the way reading is taught in your classroom.
2. If the teacher uses a basal reader, how is it used?
3. If the teacher has an individualized reading program, how does it operate?
4. What other materials are used for reading and how do they fit into the reading program?
5. How does the teacher provide for individual differences in reading?
6. How are skills taught in the reading program?
7. How do children keep records of their progress? What records have teachers?

Possible Participation Activities

1. Help an individual child with a word attack or comprehension skill.
2. Plan and teach one of the reading groups.
3. Hold a conference with a child on his reading. Plan kinds of questions you will ask.
4. Conduct a sharing period of individualized reading program.

Oral Language

1. Keep account (minutes, periods) of oral language activities you see. Include all the times the teacher provides for children to talk whether called language, social studies, or just talk. Note opportunities when children could have talked but didn't.
2. Note length of individual children's oral contribution, kids of sentences, vocabulary and fluency. If possible compare th written language of one or two verbal children with the written laguage of less verbal children.

Spelling

1. Become familiar with the way spelling is taught in your classroom, both formally and informally.

2. Be ready to add to the criteria for evaluating a spelling program that was begun in our classroom.

Written Language

1. Note and list purposes for which children write in your classroom.

2. Analyze children's writing (one or more sets of papers) to learn what skills children in your class seem to have and what ones they need to learn.

3. Set up a written language skills lesson based on needs as you uncover them. (Have you provided for individual differences?)

Possible Participation

1. Help a small group with a particular writing skill. Plan how you will teach this and give children opportunity for practice.

2. Plan and teach (to small or large group) some creative writing, poetry.

3. Evaluate (correct) set of papers in accordance with the classroom teacher's instructions.

4. Help a child with handwriting.

Science

1. Note the area of science your class may be studying.

2. List the concepts you note are being enlarged or introduced.

3. How are children learning these?

4. What problem solving did you see?

5. Can you find instances of hypothesizing?

6. What generalizations are being learned?

7. Familiarize yourself thoroughly with the science area being studied.

Possible Participation

1. Help get equipment or set up equipment for a science activity.
2. Bring in something of your own that adds to the science activity, furthers a concept.
3. Work with a small science committee.
4. Help children set up various ways of keeping records.

Mathematics

1. Familiarize yourself with the program of mathematics in your classroom.
2. What books does the teacher use? How are these used?
3. What other mathematics materials are available? How are these used?
4. How does the teacher provide for individual differences?
5. Note methods the teacher uses such as discovery, and for review.
6. What records do you see children keeping?
7. Make a survey of the range of individual differences.
8. Be looking for math equipment you can make in shop.
9. Be sensitive to areas in which you need background. Get that background.

Possible Participation

1. Diagnose a child's needs.
2. Plan to work with a child or group on needs you have diagnosed.
3. Make one math material for your classroom.

Social Studies

1. Note the area in social studies your class is studying.
2. Is it a part of the planned Great Neck curriculum?
3. What concepts are being learned? What differences in concepts do you notice among the children?

4. How is the teacher helping children gain these concepts?

5. Note, if any, generalizations children make.

6. How did the teacher begin work in this particular curriculum area?

7. What teacher-pupil planning and evaluation can you note?

8. Write a definition of social studies when you complete these three weeks.

9. Note books, maps, reference materials available.

10. Familiarize yourself thoroughly with the areas being studied.

Possible Participation

1. Plan and share with children some aspect of the social studies program (get information, bring in article of interest).

2. Help group of children with research or sharing.

3. Hold a discussion with a group of children putting to use what you know about sound discussion.

4. Be ready to serve in any capacity needed.

5. Practice indirect behaviors.

Other Foci

1. Choose an oral language time (planning, discussion) and do a 20 minute Flanders. Put it on a 10 x 10 matrix and analyze it.

2. Identify the specific aim the teacher has when he works with children. Very important.

3. Focus on your questions. Use a partner. Analyze the results. Confer with your partner. Redo.

4. What ways are there in which teachers and pupils
   a. plan
   b. evaluate
   Be sensitive to the quiet ways that are difficult to see.

5. Continue your focus on discipline and ego support.

6. Do a child study. This time use what you have learned to be more complete, more specific. Miss Hanna will help to getyou to look carefully at your notes.

7. Be ready at all times to be a real help. See how many things you can find to do that can facilitate your teacher and the children. Do them.

8. Be ready to confer with your teacher when he desires.

9. Be ready to do a five minute teaching incident for micro-teaching.

APPENDIX B

Communication to cooperating teachers about possible student teaching activities for the first session of student teaching

To: Miss Dempster, Mrs. Donnelly, Mrs. Edwards, Mrs. Hackenger, Miss Hicks, Miss Kozlarek, Mrs. Miletta, Mrs. Smith, Mrs. Wisner.

From: Margot Ely

Re: Our meeting, Friday, March 11

Some facts about the students that may help you in planning. You are, of course, the final judge about how students are involved.

The girls

1. know a story
2. know a game
3. know a song
4. are versed in one area of current events
5. can help set up room in A.M. and/or help children to do so, same for end of day
6. might dictate a spelling list
7. might read a story
8. might be used to proofread
9. can walk children to and from activities - (learn to)
10. might correct certain papers
11. might help with bulletin boards, interest corners
12. should be able to "step-in" when needed
13. can supervise each other, evaluate each other on specific areas, keep on-going records of these sessions
14. can start to use a verbal interaction technique (Flanders)
15. have been to L.A. Fair
16. have given a reading diagnostic to one child

17. have worked with a science group

18. have been <u>told</u> about questioning technique - a start

19. some have had practice keeping register - a start only

20. have been working with Al Hertzberg (science) and Don Spencer.
    Ongoing Language Arts emphasis - presently on reading.
    Starting math emphasis.

Some emphases for students this week:

1. To watch flow of day - to understand how this fits.

2. Be introduced to the many, varied teaching tasks that make this possible - especially planning and evaluation.

3. To be introduced to how consultants work - if this is the case.

4. To make a child study - (behaviorally) of a child you assign.

5. To participate in any way you see fit and to learn how much they don't know - so we can plan for the future.

The N.Y.U. Team will

1. be here each day that students are in classes

2. be available to "back stop" and to help

    8:15 a.m. on -
    11:00 to 1:00
    after school

3. be available to you at these times also, and others if you'd like to make an appointment

4. visit each class about once a day.

Some thoughts for you:

1. Please feel free to tell girls about behavior should this be necessary (hope not!)

2. Might be useful to tell children about students as people wih authority although you are the best judge of whether or not b bring this up.

3. Please keep track of thoughts and comments re: these days so we can use them in planning. Your ideas will be valuable.

4. Feel free to give girls assignments.

Assignments

Mon. - 10 a.m. - Edwards Smith
Wisner Hicks
Hackenger Miletta

Mon. meet girls for lunch and start in afternoon -

Donnelly
Dempster
Kozlarek

APPENDIX C

Some examples of communications from Margaret Dordick

KENSINGTON-JOHNSON - NEW YORK UNIVERSITY PROJECT

Progress Report #1
Week of January 31, 1966

The project got off to a good start for several reasons chief among them was your friendliness and skill in inaugurating the activities.

This week the students in addition to orientation, began observing children and discussing their development through three classroom visists: heard three panel discussions about school, one with our teachers, another with children, a third with parents; began studying the act of teaching through the Flanders' technique; and, were introduced to the curriculum areas of science and language arts - specifically story telling.

During this week, twelve classroom teachers participated in classroom observation, three teachers in a panel, and two other in curriculum development. Seven of our teachers have been video-taped. Most reported beginning nervousness and then enthusiastic response. Typical comment - "The best method of self-evaluation I have ever seen."

Edna Bird and I are trying to learn the Flanders' technique so that we can share it with interested teachers who wish to use it for self-evaluation or to work as a team with one other colleague.

The chief problem is of course lack of time. Communication is vital and yet time is so limited. Several ways of meeting the problem will be initiated. We shall try each week to post an overview of the week for your information. Each teacher who will participate on a given week will receive an individual sheet by Thursday of the week before. It is always understood that participation is voluntary and suggestions subject to your revision or refusal. Every week you will receive a summary of the previous weeks' activities. Time for brief planning with students will be arranged in advance immediately after bus time in the auditorium. At these times N.Y.U. Staff will be available to answer questions or to discuss any ideas you may have. If more detailed planning times are needed with students they will be individually arranged.

We are off to a good start. The N.Y.U. students are excited and delighted by our children and their teachers, although at this point some of them are awed by the magnitude of their task of learning to be your kind of teacher.

Despite careful and endless planning, we know there will be snags. If we can keep our goals in sight namely, to share in building an effective teacher - education program and to deepen our own knowledge of learning and teaching, we should be able to withstand the discomforts and to enjoy the stimulation of sharing and growing together.

Margaret Dordick

KENSINGTON-JOHNSON - NEW YORK UNIVERSITY PROJECT

Progress Report #2
Week of February 7, 1966

Your flexibility and cooperation provide a splendid climate for the project.

This week the students continued their work in language arts with several sessions of content seminars; working with a child who dictated a story: analyzing the stories in terms of language development and story content, as well as evaluating last week's story experiences using a video-tape made here.

They continued their work in science by after-school workshops on the major concepts; practice in using the scientific method; responsibility for planning, obtaining materials and teaching a small group with a variety of science tasks; classroom observation of the consultant and classroom teachers who were working on initiating, setting problems, planning experiments, showing results and reports and evaluation in many areas from water to animals, from electricity to bacteria, from weather to why airplanes fly.

The students discussed the purposes and planning of trips, participated in the Pearl Primus trip and monitored one group's evaluation of the experience. Small groups participated in individual class experiences in social studies from reporting sessions to an Indian luncheon.

One group visited a staff meeting. They were comforted to find that "great teachers such as you are still concerned with discipline." They thought they were the only ones!

Every classroom teacher participated with a student in the trip, twelve teachers in providing small group science tasks; eight teachers helped with students for story writing, one teacher with video-taping (this week we had machine trouble which produced frustration but marvelous understanding from our teacher); two staff members worked on course content seminars. It was a good week.

Margaret Dowdick

KENSINGTON-JOHNSON - NEW YORK UNIVERSITY PROJECT

Week of February 7th

It is clearly understood that this proposal is tentative and subject to your approval.

1. One student will accompany each group to the Pearl Primus concert. She can go at the end of the line, sit with your group, be an individual child's partner or, whatever you wish. Your student will be in the auditorium this Thursday, February 3rd as soon as the buses leave. At this time you can meet her briefly and give her any instructions you may have for Monday.

The N.Y.U. group will have a briefing on preparing for trips and will monitor a video-tape recording of a group's discussion after the trip. In addition if you would like to have your student see the follow-up in your room, feel free to invite them at your convenience but this is not essential.

2. Each fourth-grade teacher will please select three children whom you feel would enjoy and profit from having a secretary for the purpose of dictating a story. An N.Y.U. student will meet with your children after lunch on Tuesday, February 8th in the auditorium. If children can go out that day, have them bring coats so they can go directly to playground from the auditorium. Please give the office the names of the children by Thursday noon February 3rd. In the auditorium that same Thursday afternoon February 3rd after the buses leave, the N.Y.U. students will talk with you briefly about the children you have selected.

The children's stories will be analyzed by the N.Y.U. people in terms of child interest, vocabulary, sentence structure, range of individual differences, language development, etc. Later each child will receive a good copy of his story.

The N.Y.U. students have been concentrating on Science as their beginning curriculum area. Next Thursday, February 10th, will be a day for observing science throughout the building. Please let Edna Bird know, through enclosed slip of <u>any</u> science activity you would be willing to share <u>anytime</u> next Thursday, February 10th. It could be initiating a study, a reading time, planning or working on experiments, discussion, a small group at work, an individual project, evaluation either written or oral, - any science activity at all. We hope to have the students see work at many stages of development and in many science areas.

After you indicate your activity, students will be assigned to visit you. Your students will be in the auditorium after bus time Tuesday, February 8th if you wish to brief them on what has preceded the lesson they will see.

N.Y.U. Project (continued)

Time	Thursday Feb. 3	Monday Feb. 8	Tuesday Feb. 9	Thursday Feb. 10
11:15 - 11:40			4th graders dictate stories.	Observe science
12:30 - 2:30	Students tell stories as arranged.			all day -
1:00 - 2:15		a student will join your group for trip.		schedule arranged at teacher's convenience.
After school	2:30 + Auditorium 2nd, 3rd, 4th grade teachers meet student for briefing re: trip and about children who will dictate stories. 2:55 + 5th & 6th grade teachers trip briefing.		2:30 + Auditorium 2nd, 3rd, 4th grade teachers meet with students who will visit Thursday to brief them on science. 2:55 + 5th & 6th grade teachers as above.	

MEMO

Please designate a time Thursday morning (March 10th) between nine and eleven or between one-fifteen and two when your child can begin work with his N.Y.U. student on a reading task.

The student will pick the child up at your room. The session will be approximately twenty minutes.

Name -

Time - Thursday

Return to Office

MEMO

_____ would appreciate seeing you in the auditorium after the buses leave Tuesday, February 1 to arrange to finish the science task she began with a group of your children.

KENSINGTON-JOHNSON - NEW YORK UNIVERSITY PROJECT

Whoops! As will happen in any new venture, we hit some snags this week. Much of the problem was caused by a time lapse. Suggested participation for this week was ready on Wednesday of last week for your modification, but didn't get typed until Friday. Our secretaries have been stricken by illness and the budget. Time being short, pressures set in.

I wish to reiterate a cardinal feature of this project, any suggested participation is subject to your modification or refusal.

Other frustrations have emerged in terms of some staff wanting to participate in planning, wanting more time to follow-up with students after participation and, wanting more opportunities for our staff to learn as well as to share. These ideas will have priority in the weeks after vacation.

When something new is tried, it is never easy. If we believe, as I do, that we can enhance our understanding of our profession and make a contribution to it by working in this pilot project, then the concomitant frustrations can be taken in stride.

Meanwhile, your inspired teaching continues to stimulate and help the students involved.

Margaret Dordick

The people (teachers) in the N.Y.U. project would like the opportunity to plan with a small group of teachers on Friday morning from 11:30 to 12:30 a.m. (March 10).

If you can participate, 6th grade teachers bring your children with books and coats to the auditorium at 11:30. They will be taken to lunch. Fourth grade teachers have the children bring books to the auditorium before you take them to lunch. Miss Hanna will meet them at the Breezeway after lunch hour. You will pick them up in the auditorium.

N.Y.U. will provide lunch in Margaret Dordick's office.

APPENDIX D

GREAT NECK PUBLIC SCHOOLS

Great Neck, New York

May 3, 1966

To Whom It May Concern:

Dr. Margot Ely and Dr. June McLeod have been coordinating the cooperative Great Neck-N.Y.U. project since January 31, 1966. We look forward to working with them during the school year of 1966-67. The focus of our research will be on how specific techniques and media can help in the learning of certain teaching behaviors.

Our beginning association has been, we think, of mutual benefit to the institutions involved. I believe this work has potential contribution for the wider profession.

Yours truly,

John L. Miller
Superintendent of Schools

JLM:hrp

cc: Dr. Dordick

(This is a true copy)

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